The Implementation of House Bill 22

Collaborating to Build a Better Accountability System

Heather Smalley
Michele Stahl
House Bill 22, 85th Texas Legislature

“The commissioner shall evaluate school district and campus performance and assign each district and campus an overall performance rating of”

A  B  C  D  or  F
A-F Accountability: Gathering Stakeholder Input

House Bill 22, 85th Texas Legislature

“The commissioner shall solicit input statewide from persons . . . , including school district boards of trustees, administrators and teachers employed by school districts, parents of students enrolled in school districts, and other interested stakeholders.”

Feedback Opportunities

- Will solicit input on the aspects over which commissioner has authority
- Won’t solicit input on aspects that are required by statute
Three Domains: Combining to Calculate Overall Score

- **Best of Achievement or Progress**
  - Student Achievement
- **Minimum 30%**
  - School Progress
  - Closing The Gaps
A-F Accountability: New Labels/Grades

A = Exemplary Performance
B = Recognized Performance
C = Acceptable Performance
D = In Need of Improvement
F = Unacceptable Performance
Student Achievement: Performance

- Student Achievement
- School Progress
- Closing The Gaps
### Student Achievement: Calculating Score

#### Texas Higher Education Coordinating Board
By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.

#### Student Achievement Score

<table>
<thead>
<tr>
<th>All Students</th>
<th>Total Tests</th>
<th># Approaches or Above</th>
<th># Meets or Above</th>
<th># Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,212</td>
<td>2,977</td>
<td>1,945</td>
<td>878</td>
</tr>
<tr>
<td>% Approaches Grade Level or Above</td>
<td>92.7%</td>
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<tr>
<td>% Meets Grade Level or Above</td>
<td>60.6%</td>
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<tr>
<td>% Masters Grade Level</td>
<td>27.3%</td>
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</tbody>
</table>

Average of 3:

\[
\frac{92.7 + 60.6 + 27.3}{3} = 60.2
\]

Grade: A
**Student Achievement: Calculating Score**

- **Elementary School**

- **Middle School**

- **High School/District**
  - College, Career, Military Ready (CCMR)
  - Graduation Rates

Feedback Opportunity

Weighting of three high school components
**Student Achievement: CCMR Indicators**

**College Ready**
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5
- Complete a course for dual credit
- Complete an OnRamps course
- Earn an associate’s degree
- Meet standards on a composite of indicators indicating college readiness

**Career Ready**
- Earn industry certification
- Be admitted to post-secondary industry certification program

**Military Ready**
Enlist in the United States Armed Forces
Student Achievement: CCMR Indicators

Career Ready

• Earn industry certification
  • August 21 To the Administrator Addressed letter
  • 74 Industry-based certifications
  • Collected via PEIMS in Fall 2017 collection (for 2016-17 graduates)
  • Certification list will be reviewed annually
• Be admitted to post-secondary industry certification program
  • Collection and use TBD
Distinction Designations: CTE-Coherent Sequence

Postsecondary Readiness Distinction Designation

Coherent Sequence of CTE Courses will remain an indicator in Distinction Designations

- PEIMS 101 (summer 2017 submission)
- Percentage of 2016-17 annual graduates enrolled in a four-year plan of study to take two or more CTE courses for three or more credits.
School Progress: Growth

Student Achievement

School Progress

Closing The Gaps
School Progress: Two Aspects to Progress

- **Student Growth**
- **Relative Performance**

**Feedback Opportunities**
- Better of the two
- Average of the two
- Greater weight for one of them
Student Growth: Measuring Advancement

STAAR Performance Level

3rd Grade Example

4th Grade Example

- **Masters**: Exceeds +1 Points Awarded for meeting or exceeding expected growth.
- **Meets**: Expected +.5 Points Awarded for maintaining proficiency but failing to meet expected growth.
- **Approaches**: Maintains For falling to a lower level.
- **Does Not Meet**: Limited +0 Points Awarded For failing to meet expected growth.

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**Feedback Opportunity**

What percent of students should meet growth target to get an A?
## Student Growth: Percent of Students Gaining

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<td></td>
<td>Grade Level</td>
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Relative Performance: Measuring School Progress

A campus with fewer economically disadvantaged students on average has higher levels of student achievement.

A campus with more economically disadvantaged students tends to have lower levels of student achievement.

Student Achievement Domain Score for All Students

% Economically Disadvantaged Students

Higher Rates of Economically Disadvantaged

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Student Achievement Domain Score for All Students
Closing the Gaps: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps
Closing the Gaps: Ensuring Educational Equity

All Students

- Race/Ethnicity
- Special Education
- English Learners
- Continuously Enrolled and Mobile Students
Closing the Gaps: Ensuring Educational Equity

**Student Groups**
- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

**Indicators**
- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics
Closing the Gaps: Ensuring Educational Equity

Subgroup

Achievement Target

% of Subgroups that meet target

Overall Grade
Local Accountability Plan:

- Student Achievement
- School Progress
- Closing The Gaps

Example activities:
- Extra-Curricular Activities
- Local Assessments
Local Accountability Plan: Purpose and Requirements

Purpose
To allow districts (at their option) to rate campuses using locally developed domains and accountability measures.

Requirements for Districts
- Local plans must include the TEA-assigned three domain performance ratings (at least 50% of the overall rating).
- Locally developed domain and measures must provide for the assignment of A–F grades and be reliable and valid.

More Requirements for Districts
- Auditable calculations
- Campus score card that can be displayed on TEA’s website
- Publicly available explanation of the methodology used to assign ratings
- Plans submitted to TEA for approval

Feedback Opportunity
Volunteer to participate in the pilot program.
Local Accountability Plan: Getting the Plan Approved

**Authority**

The commissioner has authority to develop the process to approve requests to assign campus performance ratings.

**One Condition**

A locally developed accountability system can only be used for campuses not assigned an overall rating of D or F by TEA.

**Requirements for Approval**

- The agency determines whether the plan meets the minimum requirements.
- An audit conducted by the agency verifies calculations included in the plan.
- A review panel approves the plan.

**Feedback Opportunity**

Volunteer to participate in the pilot program.
New Indicator: Extracurricular/Cocurricular

Feasibility Study

• Determine the feasibility of incorporating indicators that account for extracurricular and cocurricular student activity.
• The commissioner may establish an advisory committee.

Report

A report to the legislature on the feasibility of these indicators is due by December 1, 2022, unless a similar indicator is adopted prior to December 1, 2022.

Feedback Opportunities

• Make suggestions for extracurricular or cocurricular indicator
• Volunteer to serve on a committee
A–F Timeline: Implementation of HB 22

HB 22 Passed by the 85th Texas Legislature (May 2017)

Start of pilot group to design local accountability (Fall 2017)

Rules finalized for three domain system (Spring 2018)

Rules adopted for local accountability system and application window opens (Fall 2018)

Campuses: A–F labels take effect and local accountability system is incorporated (August 2019)

Task Force launches on how to incorporate extracurricular activities (Winter 2017)

Districts: A–F Rating Labels

Campuses: Improvement Required or Met Standard (August 2018)

“What If” report on campus performance, based on data used to assign 2018 ratings (January 2019)
Questions and Feedback

Feedback
feedbackAF@tea.texas.gov

Resources
• http://tea.texas.gov/A-F
• http://tea.texas.gov/accountability
• performance.reporting@tea.texas.gov
• (512) 463-9704